

The Matrix

Curricular Elements	How are the Curricular Elements addressed	How is student learning assessed
CM1 Understand the processes and functions of human communication.		
CM2 Communicate skillfully with attention to audience, cultural differences, clarity, logic, coherence, evidence, and style.		
CM3 Listen and read with interpretive and analytical proficiency.		
CM4 Give and receive constructive criticism in a collegial environment.		
CM5 Differentiate between ethical and unethical communications, including one's own.		

The Matrix

Key to every BCC Course Proposal is a clear articulation of how the course is aligned with the Curricular Elements of the Area of Inquiry (AI) and/or Core Practice (CP) tag for which the course is being proposed.

The Matrix

For AI proposals, you also need to include a description of how student learning is assessed. This information is entered in a matrix specific to each AI and CP.

The Matrix

Curricular Elements	How are the Curricular Elements addressed	How is student learning assessed
<p>CM1 Understand the processes and functions of human communication.</p>	<p>Instruction is provided in classical, modern and contemporary theories and models of communication. Topics include the roles of senders, receivers, messages, feedback, context, noise, encoding and decoding.</p>	<p>Assessment includes 3 examinations on these topics as well as practical application through speaking. Grading rubrics for the speeches focus on elements of the communication model.</p>
<p>CM2 Communicate skillfully with attention to audience, cultural differences, clarity, logic, coherence, evidence, and style.</p>	<p>Instruction and skills experience are provided with 3 graded speeches (Special Occasion, Informative and Persuasive). Dealing with culturally diverse audiences, speaking with confidence, clarity and effective language, argument and evidence, structure and organization, and delivery are primary foci.</p>	<p>In-class activities and discussion provide introductions to these skills that are assessed through 3 graded speeches and 1 ungraded speech of introduction. 3 graded speech outlines focus on logic, coherence, and evidence. Examinations assess understanding of the theory supporting these standards.</p>
<p>CM3 Listen and read with interpretive and analytical proficiency.</p>	<p>Instruction is provided in listening within a democratic society. (Skills experience is provided in conjunction with CM4).</p>	<p>Graded peer critiques provide experience and assessment in critical listening. Graded self-evaluations provide experience and assessment in internal listening and evaluation. Examinations assess understanding of listening theory.</p>
<p>CM4 Give and receive constructive criticism in a collegial environment.</p>	<p>Skills experience is provided in discussion and critique of speeches, both classroom performances and "great" performances. Students also provide written peer critiques.</p>	<p>Graded peer critiques provide experience and assessment in critical listening. Graded self-evaluations provide experience and assessment in internal listening and evaluation. Examinations assess understanding of listening theory.</p>
<p>CM5 Differentiate between ethical and unethical communications, including one's own.</p>	<p>Instruction is provided in the ethics of public speaking as a requirement of democratic citizenship., as well as the ethical use of argument and evidence. Critical consumption of demagoguery is a primary focus. In addition, ethics is a focus of the civic engagement requirement.</p>	<p>Assessment of ethical understanding is provided by contextual examination questions, peer evaluation of ethical uses of argument and evidence, and self-critique of argument techniques.</p> <p>In addition to these assessment tools, each section,</p>

The BCC: Assessment

Assessment is more than grading.

Assets (tools! mentors!) for assessment are everywhere.

Assessment makes a course better, not busier.

The BCC Master Syllabus

Each proposal must include a BCC master syllabus that demonstrates alignment with the Curricular Elements for each Area of Inquiry or Core Practice tag requested.

The BCC alignment section should parallel the narrative described in the BCC matrix, but in a style more suitable for sharing with students.

The BCC Master Syllabus

- ...is a framework upon which individual faculty members build their course syllabi for their particular course sections.
- ...is designed to provide a core of course information to assist in communication between University faculty members, University administration, and accrediting bodies outside the University.
- ...represents the minimum contract between the course unit and the institution, and thus should NOT be specific to a particular course instructor or time period.
- For courses with multiple sections, the master syllabus should serve as a useful guide for new participating course instructors.

By contrast...

- ... the instructor syllabus outlines course specifics (instructor contact information, instructor-specific policies, deadlines, lecture outlines, reading lists, grading schemes, etc.) that apply to a particular instructor/semester.
- The master syllabus should not include dates and specific times.
- If course details do not affect course alignment with the curricular elements (CEs) or are not management tools for multisection courses, they are generally unnecessary for the master syllabus.

The BCC Master Syllabus


Remove unnecessary details from section-specific instructor syllabus that are likely to change (from semester-to-semester or instructor-to-instructor)








Include explicit alignment to BCC.

The BCC Master Syllabus


3. Bradley Core Curriculum - Areas of Inquiry

Bradley Core Curriculum Area(s) of Inquiry requested:

(More than one area may be selected; however, courses must align with Curricular Elements from each area requested and will be subject to periodic review for each area. See review schedule here. )

- | | |
|--|---|
| <input checked="" type="checkbox"/> Communication (CM)  | <input type="checkbox"/> Multidisciplinary Integration (MI)  |
| <input type="radio"/> Writing 1 (W1) <input type="radio"/> Writing 2 (W2) | <input type="checkbox"/> Knowledge and Reasoning in the Natural Sciences (NS)  |
| <input type="radio"/> Oral Communications (OC) | <input type="checkbox"/> Quantitative Reasoning (QR)  |
| <input type="checkbox"/> Fine Arts (FA)  | <input type="checkbox"/> Knowledge and Reasoning in the Social and Behavioral Sciences (SB)  |
| <input type="checkbox"/> Global Perspective (GP) | |
| <input type="checkbox"/> Humanities (HU)  | |

1. Indicate how the Curricular Elements will be addressed in the course and describe the associated assessment activities in the table below.

2. Provide a master syllabus for the course that will be used by all instructors. 



BCC master syllabus guidelines and models can be found on the course submission site

Also at: <http://www.bradley.edu/academic/cio/ctel/learning/>

The BCC Master Syllabus

The master syllabus should include:

1) General course information

- Course name and number
- Course description from the handbook
- Contact information for person who is the course keeper of the master syllabus
- Brief description of the topics covered
- Description of TYPICAL course materials/resources - distinguish between required and recommended if possible
- Description of how the course grade is assigned. Briefly mention the methods of assessment used in the course (e.g., exams, quizzes, papers, presentations, standardized exams, group projects). Do not include specific assessments.

The BCC Master Syllabus

The master syllabus should include:

- 2) Description of the course alignment with the related Bradley Core Curricular Elements. This is the same content as the table on the CRCRs site, but this does not need to be in table format.
- 3) (as needed) Description of the course alignment with any related external guidelines.
 - Description of the course alignment with related Illinois Articulation Initiative guidelines (if any).
 - Description of the course alignment with related national guidelines (if any).